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AUTHOR Peterson, David A.; Wendt, Pamela F.
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ABSTRACT

The University of Southern California's gerontology faculty development program sought to enhance gerontology programs by preparing two to three faculty members from each of several college campuses in Southern California to become core committees that would facilitate an organized sequence of gerontology instruction within their institutions. All the objectives pursued by the project were achieved. Faculty members developed their expertise in gerontology, created or modified courses with gerontology content, identified and developed community resources, and developed ongoing inter-institutional relationships with peers. The 12 participants who completed the program became able to influence policy within their communities, to provide local and state government officials with authoritative information about general aging issues and about ethnic and health issues specific to Southern California elderly, and to shape the type of personnel and delivery systems that can meet the particular needs of the community's elderly, through establishment of formal education programs. The model is transferable to other regions of the country. This final report outlines the project's objectives, rationale, and results and presents the model of gerontology faculty development. Appendices include course outlines, syllabi, schedules, reading lists, and assessment instruments used for the program. Two references. (LPT)

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FACULTY DEVELOPMENT

FOR

GERONTOLOGY PROGRAM DEVELOPMENT

A Final Report Prepared by the

University of Southern California

March, 1991

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David A. Peterson
Pamela F. Wendt
Ethel Percy Andrus Gerontology Center
The University of Southern California

HE 024 507

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FACULTY DEVELOPMENT FOR GERONTOLOGY PROGRAM ENHANCEMENT

The University of Southern California

March, 1991

The primary objective of this Faculty Development project was to prepare two to three faculty members on several campuses to become a core committee to facilitate an organized sequence of gerontology instruction within their institution. The subordinate objectives were:

(1) that each faculty member further develop her/his expertise in gerontology beyond the introductory level through the study of specific applications of subject matter within each of three core areas;

(2) that each faculty member create a new course or modify an existing one so that substantial gerontology content will be provided at either the introductory or intermediate-professional level;

(3) that faculty members from each campus identify and develop community resources within the aging network to support mutually beneficial ends;

(4) that faculty members from each campus gain the knowledge and skills necessary for the development, initiation, and administration of an instructional program supporting a career in the field of aging;

(5) that faculty members develop ongoing inter-institutional relationships with peers to provide a supportive regional network of gerontological experts for consultation and collaboration; and

(6) that USC develop and implement a Faculty Development model transferable to other regions of the country to greatly expand the availability and quality of liberal arts and preprofessional gerontological instruction.

These objectives were pursued throughout the period of the project, and all were achieved.

I. FACULTY DEVELOPMENT MODELS

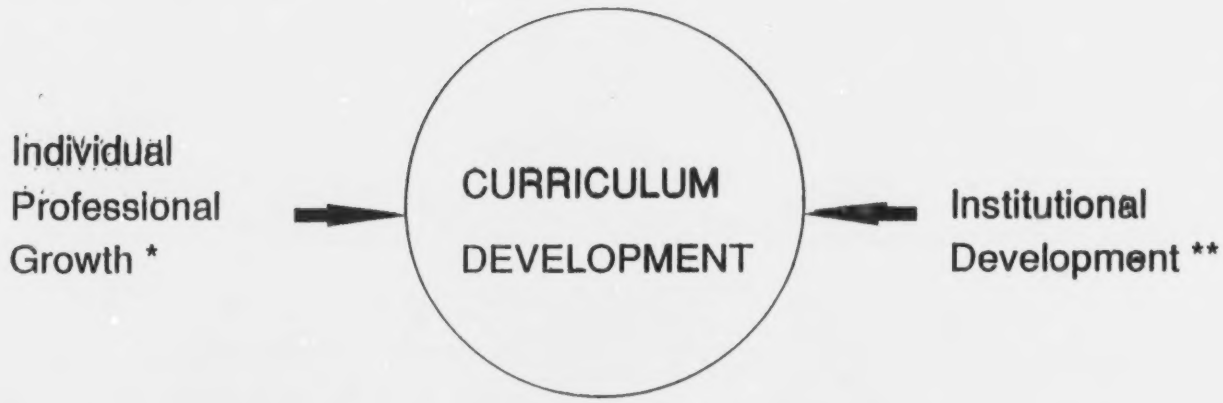
In the broadest sense, faculty development is a comprehensive term covering a wide range of activities for faculty, instructional, and organizational change, ultimately designed to improve student learning. In the more narrow sense, it describes a purposeful attempt to help faculty members improve their competence as teachers focusing on learning, teaching and instruction, and to improve their competence as scholars. (Eble and McKeachie, 1985). In the field of aging, faculty development is even more specific in that it refers to curriculum development, with individual professional growth as one element and institutional development as another (Figure 1).

In gerontology, professional development has been primarily concentrated on retraining in related fields; that is, knowledge and skills enhancement in sociology, psychology, and biology of aging. Historically, spanning a few hours to a few weeks of formal instruction, the retraining includes exposure to terminology, and basic concepts, issues, and trends in the core areas. Faculty are then teach introductory or survey courses in aging, infuse aging concepts in non-aging courses, and frequently develop a program in aging on their campus consisting of a collection of introductory courses from various departments across the campus. Less often, the retraining has been at an intermediate level, which is simultaneously broader and more specific, in that the integrative bio/psycho/social perspective is applied to the investigation of specific issues, problems, and concerns in aging. Faculty emerge from this experience with a sense of developing expertise, of having acquired specialized knowledge, and being more capable of providing leadership roles on their campus and in their community.

At the other end of this spectrum of curriculum development are efforts in program development. Faculty development with this emphasis concentrates on knowledge and skills to access and utilize the multidisciplinary concepts, sources and materials within an educational framework (Peterson and Wendt, 1990) to develop an organized sequence of study in aging consisting of required core material as well as electives.

It is a basic contention of the USC project that more faculty development programs need to move beyond the introductory stages, to facilitate the development of significant levels of gerontological expertise and program development. Knowledge of basic core areas in gerontology is a necessary, but not sufficient condition for quality, permanent gerontology programs. Not withstanding the numerous fine faculty development courses available during the 70s and 80s, the area of faculty development in gerontology can be characterized as piecemeal, lacking a concerted effort to systematically move faculty through the introductory level to the intermediate level, and finally to an advanced level of gerontology content and procedures.

Figure 1. Model of Faculty Development in Gerontology



* retraining in related fields

- introductory → broad overview
- intermediate → developing expertise
- advanced → recognized expertise

** program development

- cafeteria-style selection of unrelated courses in aging
- organized sequence of study in aging (core + electives)

II. FACULTY DEVELOPMENT FOR PROGRAM ENHANCEMENT

A. Rationale and Structure

This Faculty Development project can be characterized in three ways. First, the emphasis was on facilitating the development of a program of studies in gerontology on a minimum of five college and university campuses in Southern California. Using the expertise of the faculty and administrators at the Leonard Davis School of Gerontology at USC, campuses that had isolated, individual courses dealing with the field of aging developed plans for a gerontology program on their campus.

Second, this Project used the "critical mass concept" in program development. Successful program development in a multidisciplinary field requires the cooperation of numerous persons across departments. Two or three participants from six campuses were identified by their deans as members of a core committee to facilitate gerontology program development. Having two or three faculty from a single campus working as a core committee formed the critical mass necessary to plan the move from fragmentation to a program of studies.

Third, this Project differed from others in its approach to content. Rather than beginning with another introductory series, this project concentrated on enhancing the expertise of those who already had a fundamental knowledge of the core areas of aging. The purpose of this approach was to build on the core foundation to develop faculty expertise. Although one year of formal study did not create experts, it did develop competence in a unique body of knowledge, and confidence in the appropriate skills to allow these faculty to become academic leaders in gerontology on their campuses and in their communities.

This Faculty Development project consisted of three graduate courses, four credits each, held in the spring, summer and fall of 1990. The spring and fall courses were held one weekend per month for four months on the University of Southern California campus.

The weekend format had several benefits:
(a) the participating campuses had no costs for faculty released time to attend;
(b) the faculty members were able to continue their normal campus routine;
(c) it facilitated the attendance of faculty whose campuses were not in the metropolitan Los Angeles area by limiting travel time to once a month; and
(d) the monthly intensives permitted time for in-depth discussion of content by minimizing interruptions.

The summer course was a one week intensive residential experience. This format provided opportunities for formal and informal inter-institutional networking, exploration of common interests for future collaborative projects, and time for extended, uninterrupted discussions on program development.

The weekend format also had draw backs:
(a) the project course work was rigorous, and with no released time from already full schedules, participants expressed frustration over their ability to meet the demands of the project; and
(b) participating campus administrators were unavailable for involvement in the project.

B. Participants

Campuses in the southern California area were selected that a) have offered isolated gerontology courses, but have not had a functioning gerontology program; and b) are serving a substantial percentage of minority students. Minority content ranged from 17% at Chapman College to 55% at California State University at Los Angeles. Participating campuses served over 106,000 students with a wide range of ethnic minorities, including Asian/Pacific Islanders (8%-23%), Blacks (3%-19%), and Hispanics (6%-22%), reflecting the diversity of cultural and ethnic groups residing in this area.

Sixteen faculty members, who had demonstrated interest in gerontology by having offered courses in the field, from six campuses (Appendix A) were selected by their deans to participate in this faculty development project. It was established from the inception that the administration on each campus was interested in improving its program of gerontology instruction, and that the faculty participants were commissioned to facilitate that improvement.

C. Project Implementation

Faculty from a variety of academic areas participated in this project. Despite the fact that all participants had demonstrated their interest in, and basic knowledge of, introductory gerontology through the courses they have taught, it was assumed that some had an inadequate background in one or more of the core knowledge areas of gerontology. In order to deal with the heterogeneity of the group, the first phase of this project involved an individual review of three core knowledge areas: the psychology, sociology, and physiology of aging. Participants were sent study guides and introductory reading materials three months prior to beginning formal class work at the intermediate level (Appendix B).

Since participants had a varied professional backgrounds, this self-paced review period permitted each to update her/his basic gerontological knowledge and concentrate study on weak areas, if any. Thorough review of the fundamental knowledge prepared participants for the more detailed discussions included in the second phase.

In the second phase of this project the participants built on their introductory knowledge by studying with experts in the mental health, physical health, and ethnicity of aging, and in community resources. A four credit graduate course, met one weekend each month for four consecutive months in the spring of 1990, and a second four credit course met for a one week

residential intensive in June. Immediate issues of concern for professional practitioners were the vehicle for moving participants from being knowledgeable to becoming experts in gerontology.

The spring course was a multidisciplinary approach to stability and change at the individual and societal levels taught by three expert faculty members from the Leonard Davis School of Gerontology. One instructor dealt with physical health issues such as prevention, intervention and adaptation; one instructor dealt with mental health issues, interventions and support systems; and the third instructor dealt with cultural and ethnic minority issues (Appendix C). At the conclusion of the formal instruction, participants were asked to complete three written projects demonstrating their grasp of the new material. The majority completed papers on topics applicable to the course content, others completed annotated bibliographies, and others developed research proposals.

The summer course took advantage of the well developed aging network within the Los Angeles community to serve as a model for cultivating similar networks within the communities of the participants. It was built around daily site visits and evening working meetings and discussion groups (Appendix D). At the conclusion of the week, each core committee was asked to design internship experiences appropriate for the students on their campuses, and to document initial contacts with potential placement agencies in their home communities.

The third phase took the participants through the process of program development, from theories of organization and administration to the identification of student support services. Faculty and administrators from the Leonard Davis School of Gerontology assisted participants in dealing with their own campuses' programmatic potential and political realities. Meeting one weekend each month for four consecutive months in the fall 1990, participants developed a plan for gerontological instruction during a third four-credit graduate gerontology course (Appendix E).

During each set of classes, a resource library of current textbooks, audiovisual materials, gerontology associations, and relevant journals were displayed. The purpose of these materials was to broaden participants familiarity with resources in gerontology education.

IV. RESULTS

Participants were given an assessment instrument prior to their involvement in the project and again at the conclusion of the project (Appendix F). The immediate results of the years work can be demonstrated at both the institutional and individual levels. In addition, a model for Faculty Development was produced.

A. Institutional Level

Four of the core committees developed plans for a program of study on their campus:

- a plan for a certificate program at the baccalaureate level on two campuses;
- a degree program of study at the baccalaureate level on one campus; and
- a degree program of study at the masters level on one campus.

A plan to investigate the feasibility of a program for the community college campus was also developed. The long range results of these plans will be the training of hundreds of new health and human service professionals each year to work with the very heterogeneous aging population in Southern California.

The second group of institutional level results were an increase in the number of both introductory and intermediate level gerontology courses taught on participating campuses. Participants used their emerging expertise to develop new courses, particularly for those preprofessionals who plan to work extensively with the aged. These new intermediate level courses on each campus were intended to build on the existing introductory ones, and to fill a need identified in recent research dealing with the gerontological preparation of social workers, occupational therapists, counselors, and recreation leaders (Peterson, Bergstone, and Douglass, 1988). The intended results are that students will have increasing breadth of knowledge of aging issues and implications for practice through the intermediate courses in gerontology.

B. Individual Level

At the individual level significant results were achieved in three major areas:

- increased knowledge and skills in the areas of physical and mental health, in ethnicity and culture, and in community resources for the elderly;

- increased awareness of curriculum guidelines for programs in gerontology; and

- increased leadership on their campuses and in their communities as indicated by the number of organizations in which they served as resources.

The twelve participants who completed this year-long Faculty Development project (Appendix A) are in positions to influence policy within their communities by virtue of their ability to fill expert advisory board positions in local organizations. They are able to provide local and state government officials with authoritative information about aging issues in general, and about ethnic, and health issues specific to the Southern California elderly. They are in a position to shape the type of personnel and delivery systems available to meet the particular needs of the community's elderly through the formal education programs they establish at their institutions.

C. Model for Faculty Development

A final result, having potentially far-reaching effects, is the Faculty Development model for advancing expertise within the field of gerontology. Other regions could adopt the model, thereby increasing the pool of academic leadership necessary to avert the potential personnel crisis. The model has four replicatable elements.

First, it relies on the expertise of existing gerontology faculty, and in each region of the country there is at least one prominent gerontology program with faculty expert enough to conduct this type of faculty development for surrounding colleges and universities. The model develops a relationship that can be expected to be continued after the completion of the grant project so that one institution with a well-developed program can assist several developing programs into the future. The model involves the teaching of content that is covered in textbooks and professional journals, with widely available audio-visual resources.

Second, the model uses the existence of the federally funded Aging Network for field work and job placement, a network that now covers all of this nation. Thus, faculty in almost any community can become aware of the local service delivery system and the way that gerontology students can participate in it.

Third, the model uses a weekend format that allows both the instructional faculty and the participants to continue their regular duties while undertaking this project. Thus, it is not necessary for participants to take a sabbatical or leave of absence in order to upgrade their gerontological knowledge and skills.

Fourth, it includes a commitment from the developing institution as well as the individual faculty members to expand and improve their gerontological instructional program, so it enhances the likelihood that the program will lead to the long-term developments that are desired. Because no set requirements for this commitment are made, it is possible for each institution to set its own priorities and goals.

REFERENCES

Eble, K.E., and W.J. McKeachie (1985). Improving Undergraduate Education Through Faculty Development. San Francisco: Jossey-Bass Publishers.

Peterson, D.A. and P.F. Wendt (1990). Gerontology Instruction: Different Models for Different Results. Educational Gerontology, 16, 359-372.

APPENDIX A

Campus		Faculty Participants	Academic Area
Calif. State U., Bakersfield			
	*	Sumiko Fujiki	Nursing
	*	Julia Robinson	Nursing
	*	Philip Silverman	Anthropology
Calif. State U., Los Angeles			
	*	Roger Delgado	Social Work
	*	Kim Miller	Nursing
	*	Chick Fai Tam	Biochemistry
Calif. State U., Long Beach			
	*	Bonnie Kellogg	Nursing
	*	Barbara White	Nursing
	*	Kay Zimka	Housing
Calif. State U., Northridge			
		Judith Trost-Cardemone	Speech Pathology
		Miriam Cotler	Health Science
		Steven Loy	Kinesiology
Chapman College	*	Myrna Hant	Administration
	*	Harry Schuler	Health Administ.
El Camino College	*	Edward McCrary	Psychology
		Richard Jolliff	Sociology

* Participants completing the Faculty Development Project

APPENDIX B

Readings and study guides for phase 1.

Texts

1. Botwinick, J. (1984). Aging and Behavior. Third Edition. New York: Springer Publishing Co.

2. Kenney, R.A. (1989). Physiology of Aging: A Synopsis. Second Edition. Chicago: Year Book Medical Publishers, Inc.

3. Hendricks, J. and C.D. Hendricks. (1986). Aging in Mass Society: Myths and Realities. Third Edition. Boston: Little Brown and Co.

4. Timiras, P.S. (1988). Physiological Basis of Aging and Geriatrics. New York: Macmillan Publishing Co.

Additional Readings

Current journal articles were also included in the assigned reading list.

Study Guides

1. Topical guides with assigned readings appropriate for the introductory level were distributed for the core areas of physiology, psychology and sociology of aging.

2. Study questions for each area were also included in the packet.

APPENDIX C

Course outline for spring.

FACULTY DEVELOPMENT FOR GERONTOLOGY PROGRAM ENHANCEMENT

SPRING 1990

Primary Project Objective: to prepare two or three faculty members on a minimum of five campuses to become a core committee to facilitate an organized sequence of gerontology instruction within their institutions.

Spring 1990 Objectives:

1. Each faculty member will further develop her/his expertise in gerontology beyond the introductory level through the study of specific applications of subject matter within each of three core areas:

a) the study of the older adult learner and mental health issues as an extension of the basic knowledge of the psychology of aging;

b) the study of health and life style implications as an extension of the basic knowledge of the physiology of aging;

c) the study of cultural, ethnic and minority needs as an extension of the basic knowledge of the sociology of aging.

(See assignments on attached course syllabi.)

2. Each faculty member will create a new course or modify an existing one so that substantial gerontology content will be provided at either the introductory or intermediate-professional level.

(The course you select to create/modify should be one that you will teach next year on your campus.)

3. Each faculty member will become a consultant to or become a member of an advisory board of a community organization active in the field of aging.

(See attached list of possibilities.)

ADVISORY BOARD POSSIBILITIES

1. Long Term Care Committee of the County AAA has several subcommittees that may need members.
Contact Rocelle Williams 213-857-6411

2. Alternative Living/Shared Housing for the Aging
Fairfax Ave/ W. Hollywood
Contact Janet Witkin 213-650-7988

3. Foothill Area Community Services ...multi-service agency
825 Orange Grove Blvd/ Pasadena
Contact Dr. Emmel J. Beach 818-794-3141

4. Senior Health and Peer Counseling Model Program
2125 Arizona Ave./ Santa Monica
Contact Bernice Brader 213-828-1243

5. WISE West Side Independent Services to the Elderly
...multiple services
1329 3rd St. Promenade/ Santa Monica
Contact Maria Arechaederra 213-394-9871

6. Watts Labor Community Action Committee ...housing, multi-service
Los Angeles
Contact Ted Watkins

FACULTY DEVELOPMENT FOR GERONTOLOGY: PSYCHOLOGY OF AGING

Bob Knight, Ph.D.

Spring, 1990

January 26	Class Overview Gerontology Background for Counseling Discussion of Intellectual Changes, Memory Changes, Personality Change, Emotionality, & Life Satisfaction across adulthood & late life Knight (T) 1,2; Zarit 1,2; assumes knowledge of Botwinick (entire) or similar text
February 16	Dementia, Depression, and Delirium in Elderly Exercise: Introduction to Assessment of Dementia Reading: Knight 3,4,5;. Zarit 5 - 9 Katzman (reserve); Reisberg (reserve) Other Disorders: Anxiety, Paranoia, Schizophrenia, Character Disorders Outline of Initial Assessment Interview Exercise: Assessment Interviewing
March 23	Topics in Counseling the Elderly: Chronic Illness and Disability Discussion: Application of Therapy Themes to Chronic Illness for Patient and Family Readings: Knight 6, 8; Zarit 2, 3, 7 Rolland: Carter & McGoldrick 18 Topics in Counseling the Elderly: Death and Dying Discussion: Therapy Systems and Issues of Death and Dying, Dying Person and Family Readings: Knight 6; Stoebe & Stroebe (on reserve); Herz Brown C & G: 19 Freud: Mourning and Melancholia (on reserve)
April 27	Family Systems Viewpoints and Counseling the Elderly Exercise: Role Play Family Interaction Readings: Knight 9; Bumagin & Hirn, 3, 5; Carter & McGoldrick 1-8, 14 (on reserve) Services for Families of the Demented Elderly Zarit et al (entire) Video: Interview with a Caregiver

TEXTS:

Knight, Psychotherapy with the Older Adult.
Zarit, Aging and Mental Disorders
Zarit, Orr & Zarit, Hidden Victims
Carter & McGoldrick Changing Family Life Cycle

REQUIREMENTS:

Credit: Attendence
Participation
On related topic, complete a detailed outline for a paper or an annotated bibliography

Letter grade: 15 page paper on topic of interest in psychology of aging: must reflect knowledge of methodology, discuss continuity versus change in development as well as possible difference between old and young, and suggest application of theory to an important problem facing older adults or their families.

Topics in Geriatric Physiology
and Health Care

Thomas X. Cuyegkeng, M.D.
Spring 1990

January 27 The relationship between aging and disease.
Problems in teaching the physiology of aging
Common problems in older adults
Iatrogenic disease
[Refer to Kane:Essentials of Clinical Geriatrics Ch.1,2,13,14]

February 17 Iatrogenic disease (continued)
Medication management
Cerebrovascular and cardiovascular disease
Appropriate medical technology
Educational resources in aging and health

March 24 Impaired cognition: potentially reversible causes
Excess disability
Institutionalization
Incontinence
Assessing the ability to live independently

April 28 Instability and Immobility; Osteoporosis and Osteoarthritis
Nutritional issues in aging
Health promotion and disease prevention/ wellness programs
Geriatric assessment/ geriatric screening programs
Bridging the gap between theory and practice

Textbooks: Kane, Ouslander & Abrass: Essentials of Clinical Geriatrics, 2nd ed.1989
Timiras: Physiological Basis of Geriatrics, 1988 (as a reference)

TOPICS IN GERIATRIC PHYSIOLOGY AND HEALTH CARE
Tim Cuyegkeng
Spring 1990

Course Evaluation

1. Briefly describe the existing program in aging studies at your institution -- courses currently offered with a primary or secondary emphasis on aging, faculty committment, relationship between gerontology and other disciplines, characteristics of students taking courses in aging.

2. What criteria would you use in selecting topics in geriatric physiology and health care for inclusion: (1) within an introductory or primary-level course currently offered atyour institution; (2) in the context of an intermediate-level health related course in gerontology (which may or may not be offered currently) at your institution?

   How would you go about establishing those guidelines? Elaborate on the basis for each of the criteria selected.

3. Taking into consideration your answers to 1 and 2 above, select from 5 to 10 topics that you would consider as essential content in an intermidiate-level course in Geriatric Physiology and Health Care at your institution. Discuss the reasons for your selection.

The purpose of this course evaluation is to enable the participants to articulate the context in which geriatric physiology and health care fit in the programs at their institution. Participants are encouraged to identify those topics that may be particularly relevant to their academic setting.

Please have your papers prepared by April 28, 1990 so that we can incorporate your answers in our discussion.

TOPICS IN PHYSIOLOGY AND HEALTH CARE
Tim Cuyegkeng
Spring 1990

Suggested Course Readings

January 27

HA Johnson (1985) Is aging physiological or pathological? [in packet]
RA Kenney (1989) Physiology of Aging Ch. 1 [in packet]
RL Kane (1989) Essentials (Textbook) Ch. 1,2, 13, 14.
PS Timiras (1988) Physiological Basis (Textbook) Ch. 1-3

February 17

PS Timiras(1988) Ch. 24, 17
RL Kane (1989) Ch.9, 18
C. Patterson(1986) Iatrogenic disease in late life. [in packet]

March 24

RL Kane (1989) Ch.6,3, 4
PS Timiras (1988) Ch 10

April 28

RL Kane (1989) Ch 7, 8, 10
PS Timiras (1988) Ch. 27

Please continue to refer back to RA Kenney and the packet of readings throughout the course.

Development for Gerontology Program Enhancement
University of Southern California
Spring, 1990

ETHNICITY AND AGING
Professor: Dr. Fernando Torres-Gil

INTRODUCTION

America is becoming a cultural diverse population--composed of a mixture of racial, ethnic and linguistic groups. This cultural pluralism is reflected in the aging population and is becoming evident in the increasing numbers of older Blacks, Hispanics, Native Americans, Asian/Pacific Elderly as well as white ethnics(eg. Jews, Armenians, Germans). Aging among ethnic groups influences attitudes, use of services, intergenerational and family relations, social and political behavior, and a host of other factors. This course will examine the implications of the growing population of cultural diverse older persons to the elderly population, the society, and, in particular, the State of California. The course will also examine the aging of those populations, particularly the aging of younger minorities and their status in a multigenerational and multiracial society.

PURPOSE

The purpose of this class is to:

A. Provide an introduction into the concept of "Ethnicity and Aging" including an examination of concepts and theories useful for understanding aging in a highly pluralistic society.

B. Examine the knowledge base in ethnicity and aging.

C. Provide an in-depth examination of five groups: Hispanic, Asian, American Indian, Black, and Jewish Elderly.

D. Examine the cultural and traditional patterns of selected ethnic groups as they relate to service delivery, practice and working with older minority persons.

E. Analyze the social and political issues which affect minority aging in the United States and its implications for funding, political advocacy, and program development.

F. Examine contemporary social and political issues such as Medicare, the Older Americans Act, and California aging policies as they affect service delivery to older minorities.

G. Examine the aging of young minority populations and its implications for aging policy and politics.

OUTCOMES

A. An understanding of cultural diversity in the United States and its effect on values, intergroup relations, and the aging process.

B. An ability to apply theory to ethnic and minority issues.

C. An awareness of the effects of current policies and politics on older ethnic and minority individuals.

D. An ability to incorporate minority and ethnicity in gerontology courses.

E. An ability to objectively critique existing aging policies and issues which affect older ethnic and minority individuals.

F. A knowledge of community based resources serving minority elderly.

READINGS

Gelfand, Donald. Against the Ethnic Factor. Boston: Little Brown & Company, 1982.

Gelfand, D. and C. Barresi. Ethnic Dimensions of Aging. New York: Springer Publishing Company, 1987.

Additional Readings on Reserve in the Gerontology Library. Packets of Assigned Readings can also be purchased at the copy center in the basement of the Andrus Gerontology Center.

CLASS SESSIONS

Session I, Saturday, January 27, 1990(2-6pm):

Session I is an introduction to the contemporary developments in minority aging and the theoretical constructs useful for analyzing the social, cultural, and economic status of ethnic and minority elders. The session examines the social and demographic profile of five selected groups.

A. Introduction to the Course.
B. Contemporary developments in Minority Aging.
    1. Importance of the topic.
    2. The National Resource Center on Minority Aging Populations-Mr. Jeff Hyde, Project Coordinator.
C. The Minority Elderly: Demographic and Social Profiles.
    1. Blacks.
    2. Hispanics.
    3. Asians and Pacific Islanders.
    4. Native Americans.
    5. Jewish Elderly.
D. Minority and Ethnic Gerontology.
    1. Growth of a Subfield.
    2. Status of the Literature.
    3. The 1990 Census and the Minority Elderly.
E. Theories of Ethnicity, Race, and Aging.
    1. Ethnicity, Culture, Race, and Minority Status.
    2. Assimilation and Acculturation.

READINGS: Gelfand, Introduction, Chapter 2
Gelfand & Barresi, Chapters 2 and 3
Holzberg, "Ethnicity and Aging"

Session II, Saturday, February 17, 1990(2-6pm):

Session II looks at the historical experiences of the five selected groups in order to understand the needs and attitudes of today's cohort of minority elders. The particular social and cultural issues affecting minority elders and their families are examined.

A. Immigration: The American Experience.
    1. Immigration patterns: 1776-1990.
    2. Asian Immigration.
    3. Jewish Immigration.
    4. Hispanic Immigration and Migration.
    5. Black Immigration and Migration.

B. Lifestyles of Minority Older Persons.
    1. Culture and Traditions.
    2. Behavior, Practices and Habits.

C. Multiple Jeopardies.
    1. Discrimination.
    2. Racism.
    3. Nativism.
    4. Socio-economic status.

D. Support Systems.
    1. Family.
    2. Natural Supportive Networks.

E. Cohort Analysis.
    1. Generational Changes in Minority Communities.

READINGS: Gelfand and Barresi, Chapters 7,9,10,11
Gelfand, Chapter 1
Markides and Mindel, Chapters 1,2,3,5
Kirk, "What Golden Years"
Ayendez, "Puerto Rican Elderly Women"

Session III, Saturday, March 24, 1990(2-6PM):

Session III provides an opportunity to analyze the affect of specific public policies on older minority persons. Political activities in relation to advocacy and government programs are also examined.

A. Services and Programs.
   1. Federal and State response to race, ethnicity, and age.

B. Health and Long Term Care
   1. Health Issues-Physical health, morbidity, life expectancy.
   2. Health Care Coverage.
   3. Long Term Care and Minority Families.
   4. Nursing Home Use and Community based services.
   5. The Changing role of the family and caretakers.

C. Employment Patterns and Income Security.
   1. Employment and the Older Worker.
   2. Pension and Retirement.
   3. Income Security and Social Security.
   4. Pre-Retirement Planning.

D. Politics of Minority Aging.
   1. Political Participation.
   2. Minority Elders as Community leaders.
   3. Advocacy and Political Organizations.

E. Policy Developments for Minority Aging.
   1. Policy Issues.
   2. Coalition Politics.
   3. Legislative Developments.

READINGS: Gelfand, Chapter 4
Gelfand and Barresi, Chapters 14,16, and 17
Torres-Gil and Fielder, "Long Term Care Policy & the Hispanic Population"
Chee and Kane, "Cultural Factors Affecting Nursing Home Care for Minorities"
Torres-Gil, "Pre-Retirement Issues that Affect Minorities

Session IV, Saturday, April 28, 1990(2-6pm):

Session IV looks at those issues that will affect aging of minority populations. Some of those issues affect the ability of minority elders to access existing services while other issues provide clues about the problems and experiences facing future cohorts of minority and ethnic elders.

A. Targeting and Interstate Funding Formulas.
    1. A Case Study of Access and public response.
B. Aging of young minority populations.
    1. Age and race stratification.
    2. Multi-generational and Multi-racial issues.
C. Critical Developments in Ethnicity and Aging.
    1. Bilingualism and Biculturalism.
    2. The Changing American Profile.
    3. Immigration and Migration.
    4. The Immigration Reform Bill.
    5. Japanese Reparations.
D. Aging in Other Countries.
    1. Applicability to the U.S. Experience.
    2. Multi-culturalism in Australia.
    3. Third World and the Age Boom.
    4. Turkey and the Phillipines.
E. Discussion of Class Projects.

READINGS: Applewhite, Chapter 8
Hayes-Bautista,"Hispanics in an Aging Society"
Gelfand,"Immigration, Aging and Intergenerational Relationships"
McCallum & Shadbolt, "Ethnicity and Stress Among Older Aussies"

Research Paper

These are the guidelines for developing the final paper. The paper is expected to be between 15 and 20 pages, typed and double-spaced. Citations, references and footnotes are to be used.

The purpose of the paper is to:

A. Allow you to examine an ethnic group of interest to you.
B. Analyze the situation of older persons in that group.
C. Undertake an experiential field project.

You will select a national minority group or ethnic group of your choice. In making the selection, you need to determine the availability of information and the feasibility of doing the research by the due date.

You may use whatever outline or format you wish. Your paper should address (at the minimum) the following areas:

Section I: Descriptive

A. Select and describe the group you have chosen.
B. Provide a concise history of the immigration/migration of the group to the United States and identify the historical events that affected the elderly of the group.
C. Describe the group's current social and political status in this country.
D. Describe the cultural characteristics of this group as they are generally perceived.

Section II: Field Visit

This section requires a field visit to a site where you can view the provision of services to your particular minority or ethnic group and that allows you to interview and/or talk to elders. You should incorporate your observations and information gathered at the field visit in your paper by addressing the following issues:

A. How does the field visit reflect the needs and concerns of minority elders in your selected group.
B. To what extent do assimilation and acculturation help us understand the cultural status of this group.
C. Is this site characteristic of what you expect other elders face or is it atypical.

Section III: Analytical

A. Describe the changes/trends you expect are occurring in the ethnic group and discuss these implications for the next generation of older persons.
B. Discuss the implications of these changes for delivering services to elderly members of this group(and upcoming generation).
C. Discuss the implications for political advocacy, coalition building, and political participation of the elderly members of this group.

APPENDIX D

Course outline for summer.

FACULTY DEVELOPMENT IN GERONTOLOGY

SUMMER INTENSIVE

The summer session will take advantage of the well developed aging network within the Los Angeles community to serve as a model for cultivating similar networks within the communities of the participants. Through lecture, site visits and discussion,

1. participants will become familiar with the breadth of the aging network and the types of services spanning the continuum of care from independent living to skilled care; and

2. the procedures for planning, implementing, and monitoring field/community experiences for gerontology students will be explored.

The products of this summer session will include:

a) the core committee from each campus will identify the need, purpose, outcomes, and structure for field/community experiences for students in the gerontology program on their campus;

b) each committee will begin identification of potential sites within their community to provide the appropriate experiences; and

c) each faculty member will make 3-5 initial contacts with potential sites to investigate mutual interests and benefits, and to assertain the willingness of sites to participate with the campus.

TENTATIVE SUMMER SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30/ Residence Check-in	8:00/ AGC 305 Internship Issues Clare Specht	8:00/ Lounge Campus Committee Mtg. to determine need & purpose for field/commun. experience.	8:00/ AGC 305 What is an applied gerontologist? Spect/ Peterson	7:30/ Brkf. at the Pantry
9:30/ AGC 305 Overview of Aging Network				8:30/ AGC 305 Sharing of tentative outline with other campuses for feedback
11:10/ Site visit & lunch Cathay House in China Town	11:00/ Garden Rm. Panel discussion	9:15/ Site visits A. SM Hospital B. SMHPC	9:00/Site visits A. LARRC Gardena D.C. Clearview B. Human Rel.Cnt. Angeles Plaza	11:15/ Site visit & lunch Kingsley Manor
	12:00/Garden Rm. Lunch w/stud. & internsh. dir.	11:30/ Community Lunch	12:00/Lunch A. Clearview B. Angeles Plaza	
	1:00/ AGC 224 Internship Issues	1:00/ Site visits A. Didi Hirsch Emeritus Coll. (late return) 1:30 B. Motion Pict. Hospital	1:00/ Site visits A. Rancho A.D.C. St. John of God B. Pasadena Sr. C. Huntington Hosp. (late return)	1:30/ AGC Wrap up
2:00/ AGC Continuum of care in the aging network E. Briggs, M. Bermudes, R. Lieboff, G. Vargas				Check out
				3:00 GOOD-BYE
4:30 Free Time	4:00 Free Time	4:00 Free Time	4:00 Free Time	
6:30/ Residence Ethnic Pot Luck	5:00/ Beverly/Fairfax area, Dinner	6:00/ Dinner, Campus	6:00/ Dinner, Campus	
7:15/ Lounge Resrch. Discuss.: -J. Wiebol-Orlando -M. Taussig	6:45/ Site visits: Janet Witkin's Alternative Living for the Aging	7:00/ Lounge Resrch. Discuss.: -T. Denton -V. Henderson -V. Bengtson	7:00/ AGC computer center Campus Comm. Mtgs. Outline administ., coord, partic., structure, funding campus field exps.	
Video: "Health Promo. in Minority Settings" (AARP)	8:15/ Film "Number Our Days"			

** Videos available for viewing during unscheduled time. See attached list.

FILMS

	Title	Length	
1.	Health Promotion in Minority Settings (AARP)	45 min.	Mon.
2.	Number Our Days	30 min.	Tues.
3.	Elder Abuse: 5 Case Studies	40 min.	
4.	Shared Visions: Dialogue with Older Adults	30 min.	
5.	Reflections on Suffering (Cancer victim comes to terms with terminal illness.)	20 min.	
6.	The Street (Short story of grandmother dying at home.)	10 min.	
7.	Aging in Rural America (Views of 7 older adults.)	23 min.	
8.	Making It Work (Emotional docudrama of first nursing home to admit AIDS patients.)	30 min.	
9.	Mildred: The First 90 Years (Dancer and teacher.)	29 min.	
10.	Aging and the Human Spirit (1989 ASA Meeting presentations of Dr. Viktor Frankl.)		
11.	The Doll Maker		
12.			
13.			

MONDAY TRAVEL SCHEDULE

11:00	Go to van; leave for Cathay Manor, Chinatown 600 N. Broadway
11:30	Meet John Chinn
	Lunch at Cathay Manor
	Meet George Poon, Chinatown Senior Services Center
1:30	Leave for campus

TUESDAY EVENING TRAVEL SCHEDULE

5:00	Go to van; leave for Beverly/Fairfax area for dinner
6:30	Leave for Alternative Living for the Aging 122-128 N. Hayworth 1 block west of Fairfax, just south of Beverly
6:45	Meet Janet Witkins (213-650-7988)
7:15	Go to El Greco....directions from Janet that evening
7:45	Return to campus

WEDNESDAY TRAVEL SCHEDULE GROUP A

9:30 Leave AGC for Santa Monica Hospital
1250 16th St.
Santa Monica
Santa Monica Freeway West to Lincoln Blvd. exit; Right (North) turn on Lincoln; Right turn on 16th St.; Left turn on 16th St.; Turn into circular drive to let everyone off in front of hospital; Look for parking on the street or in a lot.

10:00 Meet Susan Waters, S.W.; Ask volunteer just inside the door to page her at extension 4503.

11:30 Leave for lunch either at hospital cafeteria or nearby.

12:15 Go to van

12:30 Leave for Didi Hirsch in Culver City:
4760 S. Sepulveda Blvd.
Santa Monica Freeway East to 405 South (Long Beach); take the Culver/Washington exit (2nd exit); Left turn onto Sawtell; Left turn onto Culver Blvd. which is the next light; Right turn onto Sepulveda which is the next light; Park in the lot behind the building or on the street.

1:00 Meet Amy Gross (390-6612)

2:15 Go to van

2:30 Leave for Santa Monica College, Emeritus College Program Santa Monica Freeway West all the way to 4th St. offramp; Right turn (north) to Santa Monica Blvd; Left turn (west) to Prominade which is 3rd St.; Right turn into parking structure #4; walk to the back of the stucture to the alley exit; bear to the right; look for a peach colored building with turquoise.

3:00 Meet Maggie Hall (452-9306) at 1334 Prominade, Suite 205

3:45 Leave to return to campus

WEDNESDAY TRAVEL SCHEDULE GROUP B

9:30 Leave AGC for Senior Health and Peer Counseling Center
2125 Arizona Ave.
Santa Monica
Santa Monica Freeway West to the Cloverdale/26th St. exit; Right turn onto Cloverdale; Go all the way to Santa Monica Blvd.; Left turn onto Santa Monica Blvd. and go the 23rd St.; Right turn onto 23rd; Left turn onto Arizona Ave.; Park on the street.

10:00 Meet Harriet Aronow (828-1243/ 829-1801)

11:30 Leave for lunch in the community

12:30 Leave for Motion Picture and Television Hospital
23388 Mulholland Dr.
Woodland Hills
101 West to Valley Circle/Mullholland Dr. exit; Go straight through the first stop light, just follow the curving road to the next stop light; Left turn onto Mullholland Dr.; Cross the first stop light and the hospital is on the right hand corner; Park in the parking lot.

1:30 Meet Barbara Kupperman (818-347-1591 x 1103)

3:30 Leave for campus

THURSDAY TRAVEL SCHEDULE GROUP A

9:00 Meet Wayne Friedlander at the LARRC on first floor AGC

9:45 Go to van

10:00 Leave for Gardena Senior Citizens Day Care Center
14517 Crenshaw Blvd. Gardena
Harbor Fwy. South to the 91 Fwy. West which becomes Artesia; Stay on Artesia to Crenshaw; Right turn (North) onto Crenshaw; Immediately after 147th St. turn Left into a very narrow driveway on the North side of the Loving Shepard Lutheran Church; Park in the lot in the back of the church. The Day Care Center in right there in back of the church.

10:30 Meet Pat Rubaum (217-9550)

11:15 Go to van; leave for Clearview
15823 So. Western Ave.
Gardena
Crenshaw Blvd. North to Redondo Beach Blvd.; Right turn onto Redondo Beach Blvd.; Right turn onto Western Ave.; Immediately on the right is Clearview; Park in the lot in the front of the building.

11:30 Meet Ron Wong 12:00 Lunch at Clearview

12:30 Go to van; leave for Rancho Family Resource Center
Adult Day Care
12838 Erikson Ave.
Downey
405 Freeway South to Long Beach Freeway (710) North to Imperial Highway exit; Right turn onto Imperial Hwy., go 2-3 miles, pass Old River School Road; Right turn onto Rieves St., follow curving road; Left turn onto Dahlia St.; Look for signs to the Family Resource Center; Park in the lot; Walk up an allyway to Bldg. 301.

1:00 Meet Betty Hanner (940-8127)

2:00 Go to van; leave for St. John of God
2015 W. Adams Blvd.
L.A.
Santa Monica Freeway West to Western Ave. exit; Left (South) turn onto Western; Right turn onto Adams, 1st main street off freeway; Go 1 block to St. Andrews Place, turn right; Right turn into a driveway about 1/2 block north of Adams; Park in the lot; Go to the Grande Apts. on the East side of the lot.

2:30 Meet Ellen Moore (730-4100)

3:45 Leave for campus

THURSDAY TRAVEL SCHEDULE GROUP B

8:50 Leave for the Human Relations Center, USC

9:00 Ask for Ed Bauman at the receptionist's desk

9:20 Meet Harriet Edwards for discussion of Andrus Older Adult Center

9:40 Go to van; leave for Angeles Plaza
255 S. Hill St.
L.A.

10:00 Meet Laura Antonen (623-4352)

11:30 Lunch at Angelus Plaza

12:00 Go to van; leave for Pasadena Senior Center
85 E. Holly St.
Pasadena
Harbor Freeway to Pasadena Freeway to the end; Becomes Arroyo Parkway and go the end again; Left turn onto Holly St.; Center in on North side; Park on the street wherever you can. Watch for restricted parking.

1:00 Meet Patricia Knudsen (818-795-4331)

2:15 Go to van; leave for Huntington Hospital
837 S. Fair Oaks Ave.
Pasadena
West on Holly to Fair Oaks Ave.; Left turn onto Fair Oaks; Right turn onto Belle Fontain and right turn into parking structure; Senior Care Network is right across the street.

2:45 Meet June Simmons (818 397-3110)

3:45 Leave for campus

FRIDAY TRAVEL SCHEDULE

11:00 Go to van; leave for Kinsley Manor
1055 N. Kingsley
L.A.

Hollywood Freeway north to Santa Monica Blvd. offramp; Right turn onto Santa Monica Blvd.; Right turn on first street which is Kingsley. Watch out for restricted parking on one side of the street.

11:30 Meet Bruce Udelf (661-1128) at

12:00 Lunch at Kingley Manor

1:15 Leave for campus

APPENDIX E

Course outline for fall.

TENTATIVE SYLLABUS FOR FALL

FACULTY DEVELOPMENT CLASS: GERONTOLOGY CURRICULUM DEVELOPMENT

Instructors: David A. Peterson
Pamela F. Wendt

Class Meetings:

Fri. Sept. 14, 1990	4:00-8:30
Sat. Sept. 15	8:30-5:00
Fri. Oct. 5	3:30-8:00
Sat. Oct. 6	8:30-5:00
Fri. Nov. 9	3:30-8:00
Sat. Nov. 10	8:30-5:00
Fri. Dec. 7	3:30-8:00
Sat. Dec. 8	8:30-5:00

Purpose: Through investigation of general principles of organization and curriculum development, and alternatives as applied to gerontology, develop a plan for a program of study in gerontology on your campus.

Readings: Monographs and journal articles as listed on monthly schedule.

Assignments: Complete activities and outcomes as listed on monthly schedule. Computers and word processing programs will be available during working discussions to facilitate recording and integrating each month's work into a coherent final planning document.

SEPTE

TOPIC	ACTIVITIES
Fri. evening	
History of Gerontology Controversy about definition of the field	Lecture and large group discussions
History of Gero. Instr.	
Orientation & Outcomes -content -organization -use	
	Campus comm. disc.: Review program description on individual campuses in light of agreed upon criteria.
Saturday morning	
Personnel Needs & Demands	Lecture
Types of Gerontology students	
	Campus comm. disc.: Refine program description in terms of philosophy, orientation and major goals

EMBER TENTATIVE SCHEDULE

OUTCOMES	READINGS
Consensus on definition of terms and criteria for decision making	Achenbaum, 1987 Peterson, 1987 Hirshfield/Peterson, 1982 Peterson in Lumsden Peterson/Wendt, 1990 Peterson/Bolton, 1980 (ch 4 & 5)
	NIA Report
Tentative statement of program philosophy, orientation and major goals	Connally McLeran Fruit, 1985 Doka/Smith-Fraser, 1987 Peterson, 1985 Kahl, 1988

TOPIC	ACTIVITIES
Sat. afternoon Sept.	
Extent of Gero. Instr.	Lecture
Credentialing & Accreditation	Lecture Large group discussion
Principles of Curriculum Development	Lecture Guest Speaker ????
Current Gerontology Curriculum	Lecture
	Campus comm. discussion 1. Brainstorm program possibilities for your campus. 2. Evaluate in light of philosophy, orientation, and major goals.

OUTCOMES	READINGS
	Peterson, 1986 Survey Gilford, CSU Final Report
Consensus on tentative definition of and criteria for credential	Atchley, 1988 Aldeman, 1988 Peterson, 1987 Selected readings from National Center for Research to Improve Postsecondary Teaching and Learning
Tentative descriptive paragraph of gerontology program of studies on your campus: -level -type -academic cred.	AGHE Guidelines Professional Assoc. Guidelines

OCTOBER TENTATIVE SCHEDULE

TOPIC	ACTIVITIES
Friday evening	
Program Planning	Campus group presentations of tentative description of program for each campus to obtain feedback from other campuses.
General University Organizational Structure	Lecture Guest Speaker ???
Alternative Organizational Structures of Current Gerontology Programs	Lecture
	Campus comm. disc.: 1. Identify possibilities for your campus. 2. Evaluate in terms of campus pragmatics.

OUTCOMES	READINGS
Refine concepts & program description.	Peterson, AGHE 1986 Bass, 1987 Peterson, Stability article
Tentative statement of program organizational structure.	

TOPIC	ACTIVITIES	OUTCOMES	READINGS
Sat. morning			
General Educational Objectives: Knowledge, Skills, Attitudes	Lecture		
Educational Objectives in Gerontology: Standards & Guidelines	Lecture Large group discussion	Consensus on knowledge, skills & attitudes which form core in gerontology	Hooyman & Kethly, 1980 Hedl, 1982 Ernst, Ernst, Wilson, 1982 Cox, 1983 Peterson, 1984 McPherson et al, 1984 VanOrman, 1984 Romaniuk & Romaniuk, 1984 Bolton, 1985 No. Texas State U., 1986 Rich, 1986 Skinner, 1987 Sterns & Hubbard, 1988 Euster, 1990 Wilber & Coberly, 1990 Gilford, CSU Final Rpt.
Sat. afternoon	Campus comm. disc. 1. Develop knowledge, skill, attitude objectives. 2. Identify potential courses that might accomplish objectives. Identify pre-requisite courses or knowledge areas. 3. Identify prerequisite courses or knowledge areas.	Tentative statement of educational objectives in terms of knowledge, skills, & attitudes.	
Articulation Issues Core Content	Lecture Guest speaker Large group discussion	Consensus on definition and criteria for articulation issues.	Johnson et al, 1980 Hayes, 1986 AGHE, 1989
	Small group discussion by field of interest to identify articulation criteria -undergr. lwr. div. -undergr. upp. div. -grad.	Tentative statements of contents of core appropriate at various levels.	

TOPIC	ACTIVITIES
Friday evening	
Program Planning	Campus presentations of tentative statements of educational objectives for each campus to obtain feedback from other campuses.
	Campus presentation of tentative sequence of courses to meet educational objectives.
Saturday morning	Large group review of small group work.
	Small group refinement.
	Large group review.

ATIVE SCHEDULE

OUTCOMES	READINGS
Tentative statement of core content of program of gerontology.	Same readings listed for October.
Statements leading toward the development of articulation agreements between participating campuses.	

TOPIC	ACTIVITIES
Saturday afternoon	
Funding	Lecture Campus comm. disc.: 1. Review current program funding and support for the gerontology program on your campus. 2. Brainstorm ideas for obtaining adequate funding for the gerontology program. 3. Evaluate in light of campus pragmatics.
Building Support -within univ. -community	Lecture
Brief reports from -CSULA -CSULB -CSUFullerton	
	Campus comm. disc: 1. Identify potential campus committees that gerontology representatives should be involved on. 2. Discuss the goals & functions of a multi-disciplinary gerontology committee & what well placed faculty might be invited to participate. 3. Brainstorm activities of volunteers & advisory committees in your program.

OUTCOMES	READINGS
	Peterson, AGHE pre-conference

entative plan for
uilding support &
btaining funding for
he gerontology program
n your campus.

TOPIC	ACTIVITIES
Friday evening	
Students -who are they? -recruitment -methods of instr. -support -library -AV resources -organizations -alumni -job placement	Lecture Guest speakers
	Campus comm. disc.: 1. Brainstorm sources of potential students. 2. Brainstorm ways of marketing program to them.
Faculty -recruitment -preparation	Lecture
Director's role	
	Campus comm. disc.: 1. Brainstorm sources of potential faculty. 2. Brainstorm possible faculty development in gerontology.

TIVE SCHEDULE

OUTCOMES	READINGS
	NIA, 1984, 1987 Peterson, 4 Professions Kahl, 1988 Remney, 1989
Tentative plan for student recruitment.	
Tentative plan for staffing a gerontology program.	

TOPIC	ACTIVITIES
Saturday morning	
Program Planning	Put it all together.
Saturday afternoon	
Program Planning	Present tentative plan for program of studies in gerontology on your campus to obtain feedback from other campuses.

OUTCOMES	READINGS
Tentative plan for a program of studies in gerontology on your campus.	

APPENDIX F

Assessment instrument.

ASSESSMENT OF KNOWLEDGE AND SKILLS
FOR
AoA PROJECT OF FACULTY DEVELOPMENT IN GERONTOLOGY

1. What knowledge and/or skills in the area of biology/physiology of aging are necessary for the effective job performance of a professional practitioner in the field of aging?
Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

2. What knowledge and/or skills in the area of sociology of aging are necessary for the effective job performance of a professional practitioner in the field of aging?
Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

3. What knowledge and/or skills in the area of psychology of aging are necessary for the effective job performance of a professional practitioner in the field of aging?
Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

4. What knowledge and/or skills in the area of physical health of the elderly are necessary for the effective job performance of a professional practitioner in the field of aging?
Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

5. What knowledge and/or skills in the area of mental health of the elderly are necessary for the effective job performance of a professional practitioner in the field of aging?
Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

6. What knowledge and/or skills in the area of ethnicity and culture of the elderly are necessary for the effective job performance of a professional practitioner in the field of aging?
Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

7. What field experiences are necessary for the students planning to work as professionals in the field of aging?
Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

8. What resources are available in your community that could be used as field experiences in the field of aging for preprofessional students?
Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

9. What curriculum guidelines exist for professional programs in gerontology?
Indicate the items you are knowledgeable about by placing a * in the left margin. Identify the items you would like more information about by placing a ? in the left margin.

10. In what organizations do you currently serve or plan to serve as a resource in the field of aging?

11. What introductory level (no prerequisite) gerontology courses do you currently teach or plan to teach?

12. What intermediate level (prerequisite or instructor's approval) gerontology courses do you currently teach or plan to teach?